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ABSTRACT

In 1998 the Colorado State General Assembly passed a bill that revised the schedule for implementation of the Colorado Student Assessment Program of state assessments. During the 1998-99 school year, the state assessment was to include third-grade literacy, fourth-grade reading and writing, and seventh-grade reading and writing. The newsletters in this collection report on the progress of these assessments and describe some results from 1998. They also describe plans for the 1999 assessments and discuss some commonly asked questions about the assessment program. The first three issues present information on the tests and plans for the program. Issue No. 4 discusses the inclusion of students with disabilities in the assessment program and situations that will allow students to be excluded. Issue No. 5 contains a capsule description of the program. (SLD)

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ED 428 130

Colorado Student Assessment Program

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CSAP UPDATE

No. 1 - Sep 4, 1998
No. 2 - Sep 18, 1998
No. 3 - Oct 16, 1998
No. 4 - Nov 30, 1998
No. 5 - Jan 15, 1999

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Colorado Department of Education

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Colorado Student Assessment Program
CSAP UPDATE

No. 1 September 4, 1998

The 1998 session of the Colorado General Assembly passed, and the governor-signed H.B. 98-1267, which revised the schedule for the implementation of the state assessments under H.B. 93-1313 (see attached schedule). During the 1998-99 school year the state assessment will include third-grade literacy, fourth-grade reading and writing and seventh-grade reading and writing. All third-grade students will be assessed in literacy. All fourth-grade students will be assessed in reading and writing and all seventh-grade students will be assessed in reading and writing.

-1998-1999 Assessment Window-

The Assessment Window for the fourth-grade and seventh-grade assessments Is March 1 through March 26 1999.

The Assessment Window for the third-grade assessment is March 1 through March 17.

This will allow us to have the results in districts by May 3, 1999 so that districts can use them as a part of the body of evidence for the ILP.

It is the intent of CDE to maintain the first four full weeks in March as the assessment window for state assessments administered in the spring.

The fourth-grade assessments will be very similar to those administered in spring 1998 and will require a total of six (6) fifty-minute class periods. **The 1997 assessments established baseline data and will be used to demonstrate improvement over time.**

The third-grade literacy assessment will be very similar to the 1998 assessment and will require a total of two (2) forty-five minute class periods. **The third-grade literacy assessment administered in March of 1998 will establish the baseline for third-grade literacy.**

The seventh-grade assessments will require a total of six (6) fifty-minute class periods. It will be similar in format to the fourth-grade assessments. **The 1999 assessments established baseline data and will be used to demonstrate improvement over time.**

-Release of 1998 Third-Grade and Fourth-Grade Results-

Student, school, and district results for the 1998 third-grade literacy assessment and fourth-grade reading and writing assessment will be sent to school districts on September 28, 1998. The Colorado Department of Education will receive statewide results on September 28. The Colorado Department of Education will release the statewide results on September 30. It is anticipated that we will follow much the same schedule as in 1997. The Colorado Department of Education will be sending information to districts to assist them as they prepare to release their results.

The results of the March 1-17, 1999 administration of the third-grade literacy assessment will be sent to school districts on May 3, 1999. Beginning in the 1998-99 school year, the results of the third-grade literacy assessment are being made available in May so districts may use them as a part of a body of evidence to determine which students will require an Individual Literacy Plan.

-Video On Accommodations-

A video based training module on accommodations is under production. This video is designed to help educators link accommodations to both assessment and classroom practice. The video should be available in November.

-Fifth-grade mathematics assessment-

As you will note on the enclosed assessment schedule the fifth-grade mathematics assessment will be administered in the fall of 1999. The window for this assessment will probably be mid September through mid October. Later this fall the Colorado Department of Education will be sending a *Teachers Guide to the Colorado Student Assessment Program for Fifth Grade Mathematics: An Assessment of Kindergarten through Fourth Grade Benchmarks* to inform and assist mathematics teachers, principals, assessment coordinators, BOCES directors and superintendents.

If you have any questions regarding CSAP please contact the following:

Don Watson, Assessment Unit (303) 866-6612
Vonda Kiplinger, Assessment Unit (303) 866-6676
Stevi Quate, Language Arts Consultant (303) 866-6634
Mattye Pollard-Cole, Mathematics Consultant (303) 866-6763
Sue Bechard, Special Education/Accommodations (303) 866-6933

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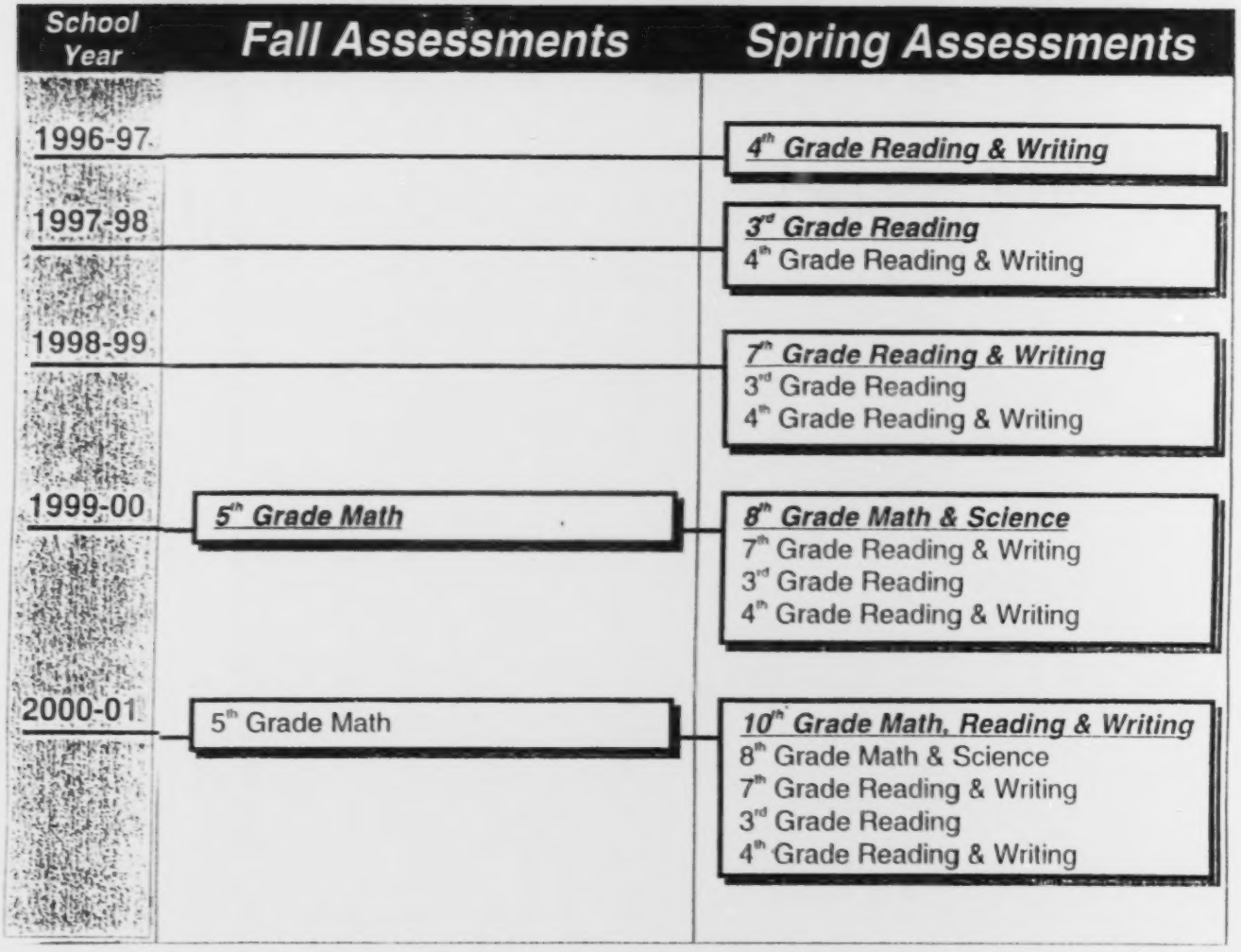
Testing Schedule for the Colorado Student Assessment Program



Emphasis indicates school year of initial assessment.
The 2000-01 school year schedule will continue over the following years, and defines the permanent assessment schedule.

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ASSESSMENT PROGRAM

CSAP UPDATE

No. 2 September 18, 1998

Planning and development of the Spring 1999 assessments of Grade 7 Reading and Writing currently are underway as we also are closing out the Spring 1998 assessments of Grade 3 Reading Comprehension and Grade 4 Reading and Writing.

- Results of the Spring 1998 assessments will be received by Colorado school districts on September 28, 1998 and the CDE will release the state results on September 30, 1998.
- The Spring 1999 assessments of Grade 3 Reading Comprehension, Grade 4 Reading and Writing *and* Grade 7 Reading and Writing will be administered during the testing window of March 1-26, 1999.

Featured in this CSAP Update:

- Colorado Student Assessment Program Performance Level Descriptors for Grade 3 Reading Comprehension
- Letter from Stevi Quate, CDE Sr. Language Arts Consultant, regarding the Grade 7 Benchmarks in Reading and Writing

Coming Attraction:

Watch for the new Released Items from the 1998 *CSAP* Assessments of Grades 3 and 4. This document will be sent to all school districts in the September 25 "Friday mailing" and you should receive them on Monday, September 28. Please review these items carefully. You may want to refer to them in your press releases and conversations with parents, the media, etc.

If you have any questions about the Colorado Student Assessment Program, contact your District Assessment Coordinator or:

Vonda Kiplinger	Don Watson	Debra DiCianno
(303) 866-6676	(303) 866-6612	(303) 866-6664
kiplinger_v@cde.state.co.us	watson_d@cde.state.co.us	dicianno_d@cde.state.co.us

Colorado Student Assessment Program Performance Level Descriptors

Grade 3 Reading

(Approved by the Colorado Board of Education September 10, 1998)

Advanced

Third grade students are advanced in reading comprehension when they can comprehend a variety of texts including narrative (such as realistic fiction, fantasy, legends), expository, and poetry in an in-depth manner.
They are able to:

- Restate and evaluate main idea and significant details, problem and solution, and cause and effect
- Paraphrase and summarize information
- Analyze the sequence of events
- Identify and infer character traits and motives, the theme of a narrative, and meaning from figurative language, including metaphor and personification
- Interpret complex or content specific vocabulary
- Reread and search text to confirm less obvious information and meaning
- Draw conclusions by inferring from the text using higher levels of thinking

Proficient

Third grade students are proficient in reading comprehension when they can comprehend longer and increasingly difficult text, including poetry. They are able to:

- Draw inferences from what they read
- Follow directions
- Identify main idea and supporting details
- Accurately and thoroughly sequence events
- Draw conclusions
- Determine cause and effect
- Reread and search to confirm obvious information and meaning
- Demonstrate their thorough understanding of text through a written response
- Understand vocabulary essential to the text.

Partially Proficient

Third grade students are partially proficient in reading comprehension when they can comprehend simple narrative and/or expository text with familiar content on a literal level. They are able to:

- Demonstrate limited accuracy in the identification and sequencing of facts and events
- Demonstrate minimal understanding in a written response
- Demonstrate understanding of simple vocabulary.

Unsatisfactory

Third grade students are unsatisfactory in reading comprehension when they read narratives and simple expository texts with familiar content with little evidence of literal comprehension.

STATE OF COLORADO

COLORADO DEPARTMENT OF EDUCATION

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William J. Moloney
Commissioner of E

Richard A. Laughlin
Deputy Commissio

Date: September 15, 1998

To: Colorado Superintendents

From: Stevi Quate, Sr. Language Arts Consultant

Yes, it really is true! This March all Colorado seventh graders will participate in the state's assessment of the reading and writing standards. In preparation for this assessment, CDE and educators from around the state have been busy preparing the framework for this assessment.

The first step was the development of the seventh grade benchmarks that would provide the framework for the assessment. Since seventh grade was not a part of the original state assessment design, new benchmarks had to be written. Teachers from around the state met to develop these benchmarks, and several districts reviewed them. We hope that you will help CDE in the distribution of these benchmarks so that teachers will have adequate time to ensure students receive the necessary instruction.

Currently, Colorado educators, Colorado Department of Education, and CTB-McGraw Hill, the test developer, are in the process of developing the assessment. In a process similar to the development of the third and fourth grade state assessments, CTB-McGraw Hill developed a pool of test items that focus on the benchmarks. At the end of September, teachers from around the state will review the items, ensuring that they all match the benchmarks and are grade appropriate. For any item to appear on the test it must meet the approval of this committee as well as several others. These other committees will examine the test with attention to issues such as bias and instructional impact.

This assessment will follow a format similar to the fourth grade CSAP. It will include both constructed responses and multiple choice items. Students will read a variety of reading selections and answer questions directly linked to the benchmarks. They will respond to approximately four writing prompts, three of which will require a response of only one or two paragraphs. Students will not be provided time to revise and carefully edit these particular tasks; as a result, the holistic rubric for this one-draft writing will not stress editing and revision. However, one writing task will require an extended response written over two testing sessions. For this task, students will have adequate time to generate ideas, write a draft, revise it, and edit carefully. The analytical rubric for this task addresses these higher expectations. Rubrics will be available sometime in mid-October.

Early in the new year, districts will receive demonstration booklets that provide examples of test items. However, teachers can begin preparing students for this assessment by ensuring that students receive instruction on all of the benchmarks as part of their regular curriculum.

Please feel free to contact me if I can be of service to your district, or if you have questions about the benchmarks: (303) 866-6634 or fax (303) 866-6836.

7th Grade Benchmarks

Framework for 7th Grade CSAP

Standard 1: Students read and understand a variety of materials.

In order to meet this standard, students will

- 1.a Compare and contrast texts with similar characters, plots and/or themes;
- 1.b Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry
- 1.c Determine the main idea or essential message in a text;
- 1.d Make reasonable inferences from information that is implied
- 1.e Infer by making connections between separated sections of a text;
- 1.f Find support in the text for main ideas;
- 1.g Use word recognition skills such as roots, prefixes, and suffixes to comprehend text;
- 1.h Find the sequence of steps in a technical publication;
- 1.i Use context clues to determine the meaning of unfamiliar words.

Standard 2: Students write and speak for a variety of purposes and audiences.

In order to meet this standard, students will

- 2.a Write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes such as entertain, to persuade, and to inform;
- 2.b Develop ideas and content with significant details, examples and/or reasons;
- 2.c Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion;
- 2.d Use transitions to link ideas;
- 2.e Plan, draft, revise, and edit for a legible final copy;
- 2.f Use a variety of sentence structures with varied length;
- 2.g Write with a voice appropriate to purpose and audience;
- 2.h Choose a range of words that are precise and vivid.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

In order to meet this standard, students will

- 3.a Identify parts of speech such as nouns, pronouns, verbs, and adjectives;
- 3.b Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones;
- 3.c Write in complete sentences as appropriate;
- 3.d Use capitals correctly, such as in titles, direct quotations, and proper nouns;
- 3.e Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons;
- 3.f Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea;
- 3.g Use conventional spelling in published work;
- 3.h Use writing resources such as dictionaries to monitor spelling accuracy.[1]

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

In order to meet this standard, students will

- 4.a Recognize an author's or speaker's point of view and purpose;
- 4.b Use reading, writing, speaking, listening, and viewing to solve problems and answer questions;
- 4.c Distinguish between fact and opinion;
- 4.d Make predictions, draw conclusions, and analyze what they read, hear, and view.

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources.

In order to meet this standard, students will

- 5.a Use organizational features of printed text such as chapter preview and summaries, prefaces, annotations, bold face print, and appendices;
- 5.b Use library and interlibrary catalog databases and organizational features of electronic information (for example, microfiche headings and numbering, Internet, electronic mail, CD-ROM, laser disc);
- 5.c Locate and select relevant information;
- 5.d Paraphrase, summarize, organize, and synthesize information;
- 5.e Use available media resources, including technology, to research and

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[1] This particular benchmark applies to classroom practice. Dictionaries will not be permitted during CSAP.

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources.

In order to meet this standard, students will

- 5.a Use organizational features of printed text such as chapter preview and summaries, prefaces, annotations, bold face print, and appendices;
- 5.b Use library and interlibrary catalog databases and organizational features of electronic information (for example, microfiche headings and numbering, Internet, electronic mail, CD-ROM, laser disc);
- 5.c Locate and select relevant information;
- 5.d Paraphrase, summarize, organize, and synthesize information;
- 5.e Use available media resources, including technology, to research and produce a document.

Standard 6: Students read and recognize literature as a record of human experience.

In order to meet this standard, students will

- 6.a Read, respond to, and discuss a variety of novels, poetry, short stories, nonfiction, and plays;
- 6.b Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar;
- 6.c Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view;
- 6.d Apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text.

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COLORADO STUDENT

ASSESSMENT PROGRAM

CSAP UPDATE

NO. 3 OCTOBER 16, 1998

As the dust settles after the release of the 1998 CSAP results of third-grade reading comprehension and fourth grade reading and writing, several questions have been raised about some of the procedures surrounding CSAP.

Q: Why is information collected on the student data grid?

A: **Most of the information is required by state legislation. The Colorado Department of Education is required to report by January 1 each year to the House and Senate Education Committees of the State Legislature, the governor, and members of the public upon request:**

- **The percentage of students achieving each of the performance levels required by the state,**
- **information for each district and by district size,**
- **Information regarding gender, race, ethnicity, and separate disabling conditions and**
- **school SES Category (determined by percent of students receiving free or reduced**
- **cost lunch.**

School districts have asked that we collect information on the length of time a student has been in the school and district.

Some data is required by the Federal Government and includes Title I and Migrant status.

Q: Why are the assessments administered in the spring semester?

A: **State Legislation specifies that all of the State Assessments (with the exception of fifth-grade mathematics) will be administered in the spring. Fifth grade math is specified by the Legislature as a fall assessment.**

Q: Why must we wait so long for the CSAP results?

A: Results of the first two CSAP administrations were available about six months after the administration. This time period is required only the first time any test is administered, so that accurate scoring is assured, and so that the performance levels are established with the assistance of Colorado Educators. We will be adding at least one new assessment each year through the year 2001.
The Colorado Department of Education is working with CTB-McGraw/Hill to establish a faster "turn around" of results after the first year of an assessment. Remember that the results of the second administration of the third-grade assessment, which will be administered between March 1, and March 17, 1999 will be available May 3, 1999.

Q. Who Develops the CSAP?

A: CSAP is developed collaboratively by CTB-McGraw-Hill, and the Colorado Department of Education. Items for the assessment are reviewed by Colorado educators to assure that they measure Colorado's standards.

Q: Who Scores CSAP?

A. The selected response items are machine scored. The constructed response items are "hand scored" by CTB/McGraw/Hill staff. These staff members have at least a bachelors degree, and many of them are educators. Each scorer is trained to score to Colorado's rubrics.

Q. How can we be sure that the "Hand Scored" portion of the assessments are scored consistently from year to year?

A. Each year, after the assessment, CTB/McGraw-Hill, along with CDE staff and Colorado educators, identifies examples of student work which represents the score points on the rubrics for the assessments. The selected examples are compared with examples from preceding, years so that consistency is assured also many of the same scoring trainers and leaders are from year to year.

-1998-1999 Assessment Window-

The Assessment Window for the fourth-grade and seventh-grade assessments is March 1 through March 26, 1999.

The Assessment Window for the third-grade assessment is March 1 through March 17.

This will allow us to have the results in districts by May 3, 1999 so that districts can use them as a key element of the body of evidence for determining which students must have an ILP.

it is the intent of CDE to maintain the first four full weeks in March as the assessment window for state assessments administered in the spring.

Colorado Student Assessment Program
CSAP UPDATE

No. 3 November 30, 1998

Students with Disabilities for Whom the General Assessment May Be Inappropriate

It is important to include every student in the state assessment process. However, due to the intensity of their disabilities, a very small number of students with Individualized Education Programs (IEPs) are working on standards and benchmarks that are expanded from the state content standards, rather than on the benchmarks developed for their grade levels [Colorado Revised Statutes, Section 4,22-20-108(4)]. The state assessment system does not yet include alternate assessments, which may be needed for this very small number of students with IEPs. If there are compelling reasons why the student should not take the general assessment, the student's progress will be determined through evaluation of their annual goals and objectives which are aligned to the expanded standards described on their IEPs. **A CSAP Student Data Grid will be completed for each student, whether or not the student participates in the general assessment.**

The decision regarding participation in the general assessment must not be based on:
* Time spent receiving special education services
* Place where student receives services
* Poor attendance by the student
* Ongoing disruptive behavior by the student
* The student's reading level (keep in mind that the assessment includes passages, prompts and items that are on grade level, below grade level, and above grade level)
* An expectation of poor performance by the student
* A category of disability
* A certain percentage of students

What Are Compelling Reasons for Non-Participation?

It is important to give students the opportunity to participate in the state assessment. The IEP team, including the parent(s), will determine how the student will be assessed on achievement of the standards.

Decisions regarding participation in the general assessment must be based on the unique needs of the student and the student's IEP, including the alignment of instruction and assessment.

Alignment Considerations:

Think about the content area of assessment and alignment of what the student is learning with the general assessment. This decision is content-area-specific and grade-level-specific. It should be made on a student-by-student and test-by-test basis.

To consider alignment:
* Start with the standard
* Look at evidence of student growth and previous attempts to participate in the general assessment. As students get older, more documentation should be available.
* Review available information, including data on the IEP, to guide this decision. Document all decisions regarding participation on the IEP. Remember that parents should always be included in the decisions made through the IEP process.
* For emergent level learners, who have demonstrated skills in the content area and can access the test materials with or without accommodations:
* Attempt the general assessment.
* Use information gathered during this assessment process to make future decisions.
* Consider the capacity of the student to demonstrate and communicate as needed for the tasks required by this test. Check the IEP for information regarding augmentative communication systems or assistive technologies.
* Using information from the IEP, determine the capacity of the student to apply his or her knowledge in this testing situation.

Ask these questions:

Alignment Questions

1. Is the student working on the same standards and benchmarks as other students in the classroom?

If YES, the student should participate in the general assessment.

If NO, go to question #2.

2. Is the student working on the same standards, which include benchmarks at a different grade level?

If YES, the student should participate in the general assessment

If NO, go to question #3.

3. Is the student working on standards that have been expanded, but there are areas of unique skills that could be assessed through the general assessment?

If YES, the student should participate in the general assessment of those content areas.

If NO, go to question #4.

4. Is the student working on standards that are expanded and individualized to the point that the general assessment does not reflect the content the student is being taught?

If YES, do not attempt the general assessment.

* The decision made by question #4, that the student not take the general assessment, **must be documented on the Student Data Grid.** Indicate that the student did not test because he or she is working toward individualized standards.

How Will Progress Be Documented for Students Unable to Participate in the General Assessment?

If the student is not able to participate in the general assessment, the Student Data Grid on the back of the test booklet MUST be filled out, indicating the reason why the student did not test. In addition, the documentation of progress related to the expanded standards, made on IEP annual goals and objectives, will substitute for an alternate assessment strategy until other measures are available.

Questions regarding participation may be directed to:

Sue Bechard
(303) 866-6933
sue_bechard@ceo.cudenver.edu

Terri Connolly
(303) 866-6702
terri_connolly@ceo.cudenver.edu

Janet Filbin
(303) 866-6703
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Please Be Advised that the Colorado Department of Education does not endorse any commercially produced program or product as a tool for preparing students for the CSAP at any grade level or in any content area. The choice to use such material is entirely a local decision.

COLORADO STUDENT ASSESSMENT PROGRAM CSAP UPDATE

No. 5 January 15, 1999

THE COLORADO STUDENT ASSESSMENT PROGRAM (CSAP: WHAT IT IS AND WHAT IT IS NOT

CSAP IS:	CSAP IS NOT:
• Intended to provide a picture of student performance at the state, district, and school levels to educators, policy makers and the public.	• Intended to punish individual students and teachers.
• Designed to provide a report to parents and teachers describing how well students did on the specific test that they took.	• A diagnostic tool that will provide detailed information about an individual student. Even the third grade reading comprehension assessment must be used with other reading assessment instruments to determine if an individual student will need an Individual Literacy Plan (ILP).
• Intended to show growth in student performance in districts and schools at a specific grade level in the content area assessed (e.g., fourth grade reading).	• Intended to measure the performance of a group of students from year to year or from the beginning of a school year to the end.
• Designed to provide schools the information they need to change instructional practices if necessary.	• Designed to answer all of the questions that might be raised regarding a school's or district's instructional practices.
• Designed to report student performance according to FOUR categories (Advanced, Proficient, Partially Proficient, Unsatisfactory).	• Designed to compare one student, school or district to another.
• An assessment that uses multiple measures to determine student performance in	• Solely a performance assessment or solely a multiple choice test. Students must

COLORADO STUDENT ASSESSMENT PROGRAM CSAP UPDATE

No. 5 January 15, 1999

reading, writing, mathematics, and science.	answer multiple choice questions and must answer questions by writing and explaining their answers.
• Carefully matched to Colorado's Model Content Standards and benchmarks for the Standards .	• A set of arbitrary questions assembled without consideration of what students must know and be able to do.
CSAP IS:	**CSAP IS NOT:**
• Reviewed by Coloradans, both educators and lay persons before it is administered.	• Purchased off the shelf from a publisher. CSAP is not Terra Nova.
• Intended to measure the performance of students based on their learning throughout their years in school prior to the assessment.	• An evaluation of the teacher at the grade level tested.
• An excellent snapshot of the state, districts and schools.	• Able to do the hard work of improving student performance.
• Intended to provide information about instructional programs and curriculum.	• Intended to provide the only measure of individual student achievement

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